

LEARNING LEVEL1										
1.01	Demonstrates some awareness of self as a learner									
SUPPORT	CONTEXT	TEXT COMPLEXITY			TASK COMPLEXITY			SUPPORT KEY		
Works alongside an expert/mentor where prompting and advice can be provided		Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited highly familiar vocabulary		Concrete tasks of 1 or 2 steps Processes include locating, recognising			P – Prompting A – Advice I – Independent		
DOMAIN OF COMMUNICATION:										
FOCUS AREA:		PERFORMANCE FEATURES INCLUDE:					SUPPORT REQUIRED per TASK i.e. P/A or I			
							EACH SESSION			
Learner identity		<ul style="list-style-type: none"> Identifies some past experiences of successful learning and some areas of need Identifies some preferred approaches to learning, e.g. alone, with a group or on a computer Engages in learning activities where scaffolding reduces the need for risk taking Follows instructions provided by a supervisor, teacher/trainer or mentor 								
Goals and pathways		<ul style="list-style-type: none"> Identifies a personal/career goal involving a need to develop new understandings, skills and knowledge Identifies one or two short term learning objectives with assistance Identifies some potential barriers to learning, e.g. child care issues Develops a simple short term learning plan with assistance 								
Planning and organising		<ul style="list-style-type: none"> Attempts new concrete tasks/activities of one or two steps with a highly explicit purpose Identifies the first step of a new task with familiar features Identifies a limited range of support resources, e.g. supervisor, shop assistant or DVD Identifies some appropriate tools from the immediate environment (e.g. simple measuring instruments or a dictionary) and uses them for a limited range of applications 								

LEARNING LEVEL1										
1.02	Takes first steps towards developing explicit learning strategies									
SUPPORT	CONTEXT	TEXT COMPLEXITY			TASK COMPLEXITY			SUPPORT KEY		
Works alongside an expert/mentor where prompting and advice can be provided		Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited highly familiar vocabulary		Concrete tasks of 1 or 2 steps Processes include locating, recognising			P – Prompting A – Advice I – Independent		
DOMAIN OF COMMUNICATION:										
FOCUS AREA:		PERFORMANCE FEATURES INCLUDE:					SUPPORT REQUIRED per TASK i.e. P/A or I			
							EACH SESSION			
Locating, evaluating and organising information		– Identifies the general area/topic on which information is required								
		– Begins to use information seeking strategies with assistance, e.g. enters a key word in a search engine								
		– Uses simple strategies to organise and help remember information, e.g. builds a word bank								
Using prior knowledge and scaffolding		– With prompting, identifies some prior knowledge or skill that may be useful in the current learning context								
		– Follows simple, structured processes provided by others through modelling or step by step instructions								
		– Uses simple processes to make links between pieces of information, e.g. matching, grouping or simple sequencing								
		– Practises skills in familiar contexts, e.g. uses English with a neighbour or observes a workmate								
Learning with and from others		– Follows basic social rules for interacting with others, e.g. takes turn in speaking, listens to others or shares resources with a partner								
		– Takes some steps to identify appropriate support, e.g. seeks assistance from a trusted person								

LEARNING LEVEL 2										
2.01	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process									
SUPPORT	CONTEXT	TEXT COMPLEXITY			TASK COMPLEXITY			SUPPORT KEY		
May work with an expert/mentor where support is available if requested		Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary		Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing			R - Requested I – Independent		
DOMAIN OF COMMUNICATION:										
FOCUS AREA:		PERFORMANCE FEATURES INCLUDE:					SUPPORT REQUIRED per TASK i.e. R or I EACH SESSION			
Learner identity		<ul style="list-style-type: none"> Identifies some strengths and weaknesses as a learner Identifies preferred learning modes/styles, e.g. hands-on, observing or copying Takes responsibility for some aspects of learning in familiar contexts Takes limited risks within a supportive environment Demonstrates some persistence in own approach to learning 								
Goals and pathways		<ul style="list-style-type: none"> Identifies and clarifies a goal and associated learning needs Selects from some relevant learning pathways Develops a simple plan to achieve goals with short term objectives Identifies potential barriers to learning and suggests some possible solutions 								
Planning and organising		<ul style="list-style-type: none"> Attempts new tasks/activities with an explicit purpose containing a limited number of steps Identifies the main steps required to complete a familiar task Identifies and accesses a small range of support resources Uses some ICT based tools with assistance, e.g. a DVD guide or online self assessment 								

LEARNING LEVEL 2										
2.02	Applies a limited range of learning strategies in structured and familiar contexts									
SUPPORT	CONTEXT	TEXT COMPLEXITY			TASK COMPLEXITY			SUPPORT KEY		
May work with an expert/mentor where support is available if requested		Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary		Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing			R - Requested I – Independent		
DOMAIN OF COMMUNICATION:										
FOCUS AREA:		PERFORMANCE FEATURES INCLUDE:					SUPPORT REQUIRED per TASK i.e. R or I EACH SESSION			
Locating, evaluating and organising information		<ul style="list-style-type: none"> – Begins to pose simple questions to help focus information search – Uses simple web search queries to locate information on the internet – Recognises that some texts are more appropriate for a purpose than others – Uses a small range of strategies to assess the potential of a text, e.g. scans the cover, title or illustrations – Begins to evaluate relevance of information on familiar subjects – Uses simple organising methods to manage reference material, e.g. labels a file box or a Word folder 								
Using prior knowledge and scaffolding		<ul style="list-style-type: none"> – Applies some prior knowledge, skills or familiar learning processes to a new task, but not always with appropriate adaptations – Uses familiar scaffolding provided by others to support learning process, e.g. illustrated guidelines, templates, checklists or 'how to' DVDs – Uses simple strategies to clarify and remember main points or reinforce elements of a skill, e.g. copying, underlining, reciting or practising a set procedure 								
Learning with and from others		<ul style="list-style-type: none"> – Fulfils the basic roles of a group member, e.g. contributes to discussion or accepts allocated tasks – Asks questions of a teacher/trainer, mentor or expert in the field – With assistance, identifies some cultural similarities and differences in individuals' perspectives, such as approaches to work and learning 								

LEARNING LEVEL 3															
3.01	Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges														
SUPPORT	CONTEXT	TEXT COMPLEXITY			TASK COMPLEXITY		SUPPORT KEY								
Works independently and uses own familiar support resources		Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting		I – Independent U – Uses own support resources									
DOMAIN OF COMMUNICATION:															
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:					SUPPORT REQUIRED per TASK i.e. I & U EACH SESSION									
Learner identity	<ul style="list-style-type: none">Identifies relevant strengths, weaknesses and needs as a learner and takes these into account in selecting learning optionsRecognises some strengths and limitations of preferred approaches to learning and begins to expand own repertoireTakes responsibility for routine learning in familiar contextsAccepts some learning challenges that involve moving outside personal comfort zoneDemonstrates some personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learningReflects on actions and outcomes in familiar contexts, recognising and correcting some errors in performance														
Goals and pathways	<ul style="list-style-type: none">Identifies personal/career goals and associated learning goalsIdentifies appropriate formal/informal learning pathways, seeking information and advice as requiredDevelops a formal learning plan to achieve goals, incorporating simple achievable steps and timeframesAnticipates some potential barriers to learning and identifies several strategies to address these														

Planning and organising	– Attempts new tasks/activities that may involve simple extrapolation and inferencing									
	– Draws on prior knowledge to identify the nature and scope of new tasks in routine situations, with some awareness of the need to allow for contextual differences									
	– Develops a sequenced plan for a specific task with prioritised steps and some attention to timelines									
	– Independently accesses a range of support resources									
	– Uses ICT based tools in familiar contexts with some appreciation of their strengths and limitations									

Learning with and from others	– Identifies own and others' roles in a group or team and makes an active contribution									
	– Participates in online collaborations where appropriate, e.g. discussion boards									
	– Demonstrates awareness of different personal and cultural perspectives and makes some attempt to understand and accommodate these									
	– Considers and responds to some advice and feedback on performance from a trusted person									